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ABSTRACT

The content standards define what Louisiana students should know and be able to do in the English language arts in order to become lifelong learners and productive citizens in the 21st century. The content standards demonstrate an expanded definition of literacy--one that includes not only knowledge and application of subject matter, but also the ability to be literate technologically and to function as part of a team working individually, collaboratively, and strategically to achieve a common goal. The English language arts (reading, writing, speaking, listening, viewing, and visually representing) are interwoven as pervasive themes throughout the document. The content standards are not categorized by strands. Brief descriptions of five foundation skills are provided along with an information literacy model for lifelong learning, and the seven English language arts content standards. Benchmarks for grades K-4, 5-8, and 9-12 are provided for each standard followed by charts presenting the same information. Contains 50 references, a 27-item glossary, and lists of department of education personnel, English language arts content standards team members, and contributors to the information literacy model for lifelong learning. (RS)

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ED 431 195

LOUISIANA ENGLISH LANGUAGE ARTS CONTENT STANDARDS

STATE STANDARDS FOR CURRICULUM DEVELOPMENT

Bulletin 1963

05/22/97

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Schools That Work: Setting Higher Standards for Our Students

Rapid changes are occurring in our world and economy. The increasing complexity of work that spans the entire workforce of today's society demands that education for all students be made more relevant and useful to future careers. In response to these demands, Louisiana educators and citizens collaborated to develop an action plan to establish content standards that would raise the academic expectations of students. **Their mission was "to develop rigorous and challenging standards that will enable all Louisiana students to become lifelong learners and productive citizens for the 21st century."** These higher academic standards and their accompanying benchmarks, which further define the standards, require students to extend the learning they have acquired by applying knowledge and skills to real life and work situations.

To prepare Louisiana students to meet the demands of society in the 21st century, the higher standards were designed to address content knowledge and application of skills. The standards focus on what students should know and be able to do. They promote and develop thinking processes which students will use in both classroom and real world situations and address the diversity of educational needs of all Louisiana students.

These content standards have been developed for all Louisiana students, including students with disabilities, gifted and talented students, as well as linguistically and culturally diverse students. Modifications for addressing their specific needs regarding curricula and instruction will be addressed through the local education agencies (LEAs).

Louisiana has made significant strides toward improving the education of our children. Our goal is to build on our strengths as we continue to improve education in our state. By developing rigorous standards and challenging assessments that align with the standards and by holding schools accountable for results, we are ensuring a better future for all our children.

Your partner for better education,

Cecil J. Picard
State Superintendent of Education

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INTRODUCTION

The content standards in this document define what Louisiana students should know and be able to do in the English Language Arts in order to become lifelong learners and productive citizens in the 21st century. The challenges our students face are numerous and rigorous, requiring that students communicate in all settings. Therefore the Louisiana English Language Arts Content Standards demonstrate an expanded definition of literacy -- one that includes not only knowledge and application of subject matter, but also the ability to be literate technologically and to function as part of a team working individually, collaboratively, and strategically to achieve a common goal.

The English Language Arts -- reading, writing, speaking, listening, viewing, and visually representing -- are integrated; they support each other as they are learned and as they are used. Learning activities are rarely "just reading," "just writing," or "just speaking." Therefore, it is essential that the content standards be viewed holistically; they are not distinct or separable. The English Language Arts are interwoven as pervasive themes throughout this document. Consequently, the Louisiana English Language Arts Content Standards are not categorized by strands.

The Louisiana English Language Arts Standards support the philosophy that all students can learn and seek to remove any disparities that may exist in educational opportunities. These content standards reflect a shared vision of the community, educators, and parents that all Louisiana students are capable of becoming informed, productive citizens in our society.

LOUISIANA CONTENT STANDARDS
FOUNDATION SKILLS

The Louisiana Content Standards Task Force has developed the following foundation skills which should apply to all students in all disciplines.

1. **Communication: A process by which information is exchanged and a concept of "meaning" is created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, writing, speaking, listening, viewing, and visually representing.**

2. **Problem Solving: The identification of an obstacle or challenge and the subsequent application of knowledge and thinking processes, which include reasoning, decision making, and inquiry in order to reach a solution using multiple pathways, even when no routine path is apparent.**

3. **Resource Access and Utilization: The process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential to all learning processes. These resource tools include pen, pencil, and paper; audio/video materials, word processors, computers, interactive devices, telecommunication, and other emerging technologies.**

4. **Linking and Generating Knowledge: The effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continual improvement, students must be able to transfer and elaborate on these processes. "Transfer" refers to the ability to apply a strategy or content knowledge effectively in a setting or context other than that in which it was originally learned. "Elaboration" refers to monitoring, adjusting, and expanding strategies into other contexts.**

5. **Citizenship: The application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the**

community; being accountable for one's choices and actions and understanding their impact on oneself and others; knowing one's civil, constitutional, and statutory rights; and mentoring others to become productive citizens and lifelong learners.

Note: These foundation skills are listed numerically in parentheses after each benchmark.

INFORMATION LITERACY MODEL FOR LIFELONG LEARNING

Students must become competent and independent users of information to be productive citizens of the 21st century. They must be prepared to live in an information-rich and changing global society. Due to the rapid growth of technology, the amount of information available is accelerating so quickly that teachers are no longer able to impart a complete knowledge base in a subject area. In addition, students entering the workforce must know how to access information, solve problems, make decisions, and work as part of a team. Therefore, information literacy -- the ability to recognize an information need and then locate, evaluate, and effectively use the needed information -- is a basic skill essential to the 21st century workplace and home. Information literate students are self-directed learners who, individually or collaboratively, use information responsibly to create quality products and to be productive citizens. Information literacy skills must not be taught in isolation; they must be integrated across all content areas, utilizing fully the resources of the classroom, the school library media center, and the community. The Information Literacy Model for Lifelong Learning is a framework that teachers at all levels can apply to help students become independent lifelong learners.

1. **<u>Defining/Focusing</u>: The first task is to recognize that an information need exists. Students make preliminary decisions about the type of information needed based on prior knowledge.**

2. **<u>Selecting Tools and Resources</u>: After students decide what information is needed, they then develop search strategies for locating and accessing appropriate, relevant sources in the school library media center, community libraries and agencies, resource people, and others as appropriate.**

3. **<u>Extracting and Recording</u>: Students examine the resources for readability, currency, usefulness, and bias. This task involves skimming or listening for key words, "chunking" reading, finding main ideas, and taking notes.**

4. **<u>Processing Information</u>: After recording information, students must examine and evaluate the data in order to utilize the information retrieved. Students must interact with the information by categorizing, analyzing, evaluating, and comparing for bias, inadequacies, omissions, errors, and value judgments. Based on their findings, they either move on to the next step or do additional research.**

5. **Organizing Information: Students effectively sort, manipulate, and organize the information that was retrieved. They make decisions on how to use and communicate their findings.**

6. **Presenting Findings: Students apply and communicate what they have learned (e.g., research report, project, illustration, dramatization, portfolio, book, book report, map, oral/audio/visual presentation, game, bibliography, hyper stack).**

7. **Evaluating Efforts: Throughout the information problem solving process, students evaluate their efforts. This assists students in determining the effectiveness of the research process. The final product may be evaluated by the teacher and also other qualified or interested resource persons.**

LOUISIANA ENGLISH LANGUAGE ARTS CONTENT STANDARDS

The Louisiana English Language Arts Content Standards listed below should be considered as a whole and not as isolated components of instruction. Further, it should be noted that the content standards are numbered for reference purposes and are not arranged by hierarchy or progression.

1. **Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.**

2. **Students write competently for a variety of purposes and audiences.**

3. **Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.**

4. **Students demonstrate competence in speaking and listening as tools for learning and communicating.**

5. **Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.**

6. **Students read, analyze, and respond to literature as a record of life experiences.**

7. **Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing.**

STANDARD ONE

Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

FOCUS

As students move through the stages of reading development from emergent literacy to fluent, strategic reading, they learn to draw upon their prior experiences, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., semantic, syntactic, graphophonic). Students need to learn how to vary their approaches according to the type of text (e.g., written, spoken, or visual, including formal, informal, literary, and practical), their purpose in reading, and their own knowledge and experiences. Therefore students should read for a variety of purposes and within a variety of contexts in order to become proficient and knowledgeable readers. Discovering various purposes and exploring and studying different kinds of texts will enable students to become lifelong readers and productive members of society and the workplace.

BENCHMARKS K-4

In Grades K-4, what students know and are able to do includes:

ELA-1-E1 **gaining meaning from print and building vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors while using the cuing systems (e.g, phonics, sentence structure, meaning);**
(1, 4)

ELA-1-E2 **using the conventions of print (e.g., left-to-right directionality, top-to-bottom, one-to-one matching);**
(1, 4)

ELA-1-E3 **adjusting speed of reading to suit the difficulty of materials and the purpose for reading;**
(1, 4)

ELA-1-E4 identifying story elements (e.g., setting, plot, character, theme) and literary devices (e.g., figurative language, dialogue) within a selection;
(1,4)

ELA-1-E5 reading, comprehending, and responding to written, spoken, and visual texts in extended passages;
(1, 3, 4)

ELA-1-E6 interpreting texts to generate connections to real-life situations;
(1, 2, 4)

ELA-1-E7 reading with fluency for various purposes (e.g., enjoying, learning, problem solving).
(1, 2, 4)

BENCHMARKS 5-8

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

ELA-1-M1 using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, affixes, etymology, dictionary);
(1, 4)

ELA-1-M2 analyzing literary devices (e.g., figurative language, flashback, foreshadowing, dialogue) and story elements (e.g., setting, plot, character, theme, mood) within a selection;
(1, 4)

ELA-1-M3 reading, comprehending, and responding to written, spoken, and visual texts in extended passages;
(1, 3, 4)

ELA-1-M4 interpreting texts with supportive explanations to generate connections to real-life situations and other texts (e.g., business, technical, scientific);
(1, 2, 4, 5)

ELA-1-M5 using purposes for reading (e.g., enjoying, learning, researching, problem solving) to achieve a variety of objectives.
(1, 2, 4, 5)

BENCHMARKS 9-12

As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:

ELA-1-H1 using knowledge of word meaning and extending basic and technical vocabulary, employing a variety of strategies (e.g., context clues, affixes, etymology, dictionary, thesaurus);
(1, 4)

ELA-1-H2 analyzing the effects of complex literary devices (e.g., figurative language, flashback, foreshadowing, dialogue, irony) and complex elements (e.g., setting, plot, character, theme, mood, style) on a selection;
(1, 2, 4)

ELA-1-H3 reading, comprehending, and responding to extended, complex written, spoken, and visual texts;
(1, 2, 3, 4)

ELA-1-H4 interpreting complex texts with supportive explanations to generate connections to real-life situations and other texts (e.g., business, technical, scientific);
(1, 2, 4, 5)

ELA-1-H5 using the various purposes for reading (e.g., enjoying, learning, researching, problem solving) to complete complex projects.
(1, 2, 4)

STANDARD TWO

Students write competently for a variety of purposes and audiences.

FOCUS

Writing is a flexible, recursive process that requires an awareness of purpose and audience, an ability to draw on prior experience, and a knowledge of various approaches. To attain the necessary skills to create written text, students should engage in frequent, meaningful writing activities. As students use different strategies and modify their writing for various purposes and audiences, they become competent in communicating in real-life situations.

BENCHMARKS K-4

In Grades K-4, what students know and are able to do includes:

ELA-2-E1 dictating or writing a composition that clearly states or implies a central idea with supporting details in a logical, sequential order;
(1, 4)

ELA-2-E2 focusing on language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions;
(1, 2, 4)

ELA-2-E3 creating written texts using the writing process;
(1, 4)

ELA-2-E4 using narration, description, exposition, and persuasion to develop compositions (e.g., notes, stories, letters, poems, logs);
(1, 4)

ELA-2-E5 recognizing and applying literary devices (e.g., figurative language);
(1, 4)

ELA-2-E6 writing as a response to texts and life experiences (e.g., journals, letters, lists).
(1, 2, 4)

BENCHMARKS 5-8

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

ELA-2-M1 **writing a composition that clearly implies a central idea with supporting details in a logical, sequential order;**
(1, 4)

ELA-2-M2 **using language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing complex compositions;**
(1, 2, 4)

ELA-2-M3 **applying the steps of the writing process;**
(1, 4)

ELA-2-M4 **using narration, description, exposition, and persuasion to develop various modes of writing (e.g., notes, stories, poems, letters, essays, logs);**
(1, 4)

ELA-2-M5 **recognizing and applying literary devices (e.g., figurative language, symbolism, dialogue);**
(1, 4)

ELA-2-M6 **writing as a response to texts and life experiences (e.g., letters, journals, lists).**
(1, 2, 4)

BENCHMARKS 9-12

As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:

ELA-2-H1 **writing a composition of complexity that clearly implies a central idea with supporting details in a logical, sequential order;**
(1, 4)

ELA-2-H2 using language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing complex compositions;
(1, 2, 4)

ELA-2-H3 applying the steps of the writing process, emphasizing revising and editing in final drafts;
(1, 4)

ELA-2-H4 using narration, description, exposition, and persuasion to develop various modes of writing (e.g., notes, stories, poems, letters, essays, editorials, critical analyses, logs);
(1, 4)

ELA-2-H5 recognizing and applying literary devices (e.g., figurative language, symbolism, dialogue) and various stylistic elements (e.g., diction, sentence structure, voice, tone);
(1, 4)

ELA-2-H6 writing as a response to texts and life experiences (e.g., technical writing, resumes).
(1, 2, 4, 5)

STANDARD THREE

Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

FOCUS

Communication is dependent on the practical application of standard English to real-life situations. Students need to be able to apply the knowledge of the systems and structures of standard English in order to develop, discuss, and critique various texts. When students connect the study of grammar and language patterns to written, spoken, and visual compositions, they begin to incorporate these skills into their own working knowledge and ensure that the texts that they create are well received and understood.

BENCHMARKS K-4

In Grades K-4, what students know and are able to do includes:

ELA-3-E1 writing legibly;
(1, 4)

ELA-3-E2 demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments;
(1, 4)

ELA-3-E3 demonstrating standard English structure and usage;
(1, 4)

ELA-3-E4 using knowledge of the parts of speech to make choices for writing;
(1, 4)

ELA-3-E5 spelling accurately using strategies (e.g., letter-sound correspondence, hearing and recording sounds in sequence, spelling patterns, pronunciation) and resources (e.g., glossary, dictionary) when necessary.
(1, 4)

BENCHMARKS 5-8

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

ELA-3-M1 **writing legibly;**
(1, 4)

ELA-3-M2 **demonstrating use of punctuation (e.g., comma, apostrophe, colon, semicolon, quotation marks, dashes, parentheses), capitalization, and abbreviations;**
(1, 4)

ELA-3-M3 **demonstrating standard English structure and usage;**
(1, 4, 5)

ELA-3-M4 **demonstrating understanding of the parts of speech to make choices for writing;**
(1, 4)

ELA-3-M5 **spelling accurately using strategies and resources (e.g., glossary, dictionary, thesaurus, spell check) when necessary.**
(1, 3, 4)

BENCHMARKS 9-12

As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:

ELA-3-H1 **writing legibly;**
(1, 4)

ELA-3-H2 **using the grammatical and mechanical conventions of standard English;**
(1, 4, 5)

ELA-3-H3 **spelling accurately using strategies and resources (e.g., glossary, dictionary, thesaurus, spell check) when necessary.**
(1, 3, 4)

STANDARD FOUR

Students demonstrate competence in speaking and listening as tools for learning and communicating.

FOCUS

Communication is dependent on the interpersonal skills of speaking and listening and on the ability to work collaboratively with different people. Since information can be conveyed in various ways (e.g., between persons or groups, between persons and technological mechanisms, or between mechanisms), students need to understand the communication process: the concepts of sender and receiver, the ability to track communication breakdowns, recognition of verbal and nonverbal cues, and the art of follow-through. Understanding the communication process and applying this understanding to different audiences, purposes, and contexts will enable students to achieve effective communication in real-life situations.

BENCHMARKS K-4

In Grades K-4, what students know and are able to do includes:

ELA-4-E1 speaking intelligibly, using standard English pronunciation;
(1, 4)

ELA-4-E2 giving and following directions/procedures;
(1, 4)

ELA-4-E3 telling or retelling stories in sequence;
(1, 4)

ELA-4-E4 giving rehearsed and unrehearsed presentations;
(1, 4)

ELA-4-E5 speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving);
(1, 2, 4, 5)

ELA-4-E6 listening and responding to a wide variety of media (e.g., music, TV, film, speech);
(1, 3, 4, 5)

ELA-4-E7 participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader).
(1, 4, 5)

BENCHMARKS 5-8

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

ELA-4-M1 speaking intelligibly, using standard English pronunciation and diction;
(1, 4)

ELA-4-M2 giving and following directions/procedures;
(1, 4)

ELA-4-M3 using the features of speaking (e.g., audience analysis, message construction, delivery, interpretation of feedback) when giving rehearsed and unrehearsed presentations;
(1, 2, 4)

ELA-5-M4 speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving);
(1, 2, 4, 5)

ELA-4-M5 listening and responding to a wide variety of media (e.g., music, TV, film, speech);
(1, 3, 4, 5)

ELA-4-M6 participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader, facilitator, recorder).
(1, 4, 5)

BENCHMARKS 9-12

As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:

ELA-4-H1 **speaking intelligibly, using standard English pronunciation and diction;**
(1, 4)

ELA-4-H2 **giving and following directions/procedures;**
(1, 4)

ELA-4-H3 **using the features of speaking (e.g., audience analysis, message construction, delivery, interpretation of feedback) when giving prepared and impromptu presentations;**
(1, 2, 4)

ELA-4-H4 **speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving);**
(1, 2, 4, 5)

ELA-4-H5 **listening and responding to a wide variety of media (e.g., music, TV, film, speech, CD-ROM);**
(1, 3, 4)

ELA-4-H6 **participating in a variety of roles in group discussion (e.g., active listener, contributor, discussion leader, facilitator, recorder, mediator).**
(1, 4, 5)

STANDARD FIVE

Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

FOCUS

The information and technology age demands multifaceted approaches to accessing facts, images, and text from an array of information sources (e.g., libraries, electronic data, audio and video materials). The vast amount of available sources includes the reading and retrieval of information through the use of technology. The ability to identify topics, to gather information, and to evaluate, assemble, and interpret findings from an assortment of sources is one of the most essential real-life skills that students need in order to acquire and communicate knowledge in a rapidly changing world.

BENCHMARKS K-4

In Grades K-4, what students know and are able to do includes:

ELA-5-E1 **recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, alphabetizing, captions, legends, pull-down menus, keyword searches, icons, passwords, entry menu features); (1, 3, 4)**

ELA-5-E2 **locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials); (1, 3, 4, 5)**

ELA-5-E3 **locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics; (1, 3, 4)**

ELA-5-E4 **using available technology to produce, revise, and publish a variety of works; (1, 3, 4)**

ELA-5-E5 giving credit for borrowed information by telling or listing sources;
(1, 4)

ELA-5-E6 interpreting graphic organizers (e.g., charts/graphs, tables/schedules, diagrams/maps).
(1, 2, 3, 4, 5)

BENCHMARKS 5-8

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

ELA-5-M1 recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, alphabetizing, captions, legends, microprint, laser discs, hypertext, CD-ROM, pull-down menus, keyword searches, icons, passwords, entry menu features);
(1, 3, 4)

ELA-5-M2 locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials);
(1, 3, 4, 5)

ELA-5-M3 locating, gathering, and selecting information using graphic organizers, outlining, note taking, summarizing, interviewing, and surveying to produce documented texts and graphics;
(1, 3, 4)

ELA-5-M4 using available technology to produce, revise, and publish a variety of works;
(1, 3, 4)

ELA-5-M5 citing references using various formats (e.g., endnotes, bibliography);
(1, 4)

ELA-5-M6 interpreting graphic organizers (e.g., charts/graphs, tables/schedules, diagrams/maps, flowcharts).
(1, 2, 3, 4, 5)

BENCHMARKS 9-12

As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:

ELA-5-H1 **recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, citations, endnotes, bibliographic references, microprint, laser discs, hypertext, CD-ROM, keyword searches, bulletin boards, e-mail);**
(1, 3, 4)

ELA-5-H2 **locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials);**
(1, 3, 4, 5)

ELA-5-H3 **accessing information and conducting research using graphic organizers, outlining, note taking, summarizing, interviewing, and surveying to produce documented texts and graphics;**
(1, 2, 3, 4)

ELA-5-H4 **using available technology to produce, revise, and publish a variety of works;**
(1, 3, 4,)

ELA-5-H5 **citing references using various formats (e.g., parenthetical citations, endnotes, bibliography);**
(1, 4)

ELA-5-H6 **interpreting graphic organizers (e.g., charts/graphs, tables/schedules, diagrams/maps, organizational charts/flowcharts).**
(1, 2, 3, 4, 5)

STANDARD SIX

Students read, analyze, and respond to literature as a record of life experiences.

FOCUS

Literature is a record of life experiences as set forth in various writings (e.g., history, novels, poetry, science fiction, essays, news articles, logs). The study of literary texts recognizes characteristics of enduring literature, discovers and reviews the elements of various genres, identifies diverse perspectives, and distinguishes cultural traditions. The study of literature and writers of the United States and throughout the world gives students an appreciation of other cultures in a global society. Through a comprehensive literature program, students learn to make connections between literary texts and their own lives, to develop their own perspectives, and to analyze different viewpoints toward events, circumstances, and issues in our complex society.

BENCHMARKS K-4

In Grades K-4, what students know and are able to do includes:

ELA-6-E1 **recognizing and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups;**
(1, 4, 5)

ELA-6-E2 **recognizing and responding to a variety of classic and contemporary literature from many genres (e.g., folktales, legends, myths, biography, autobiography, poetry, fiction, nonfiction);**
(1, 4)

ELA-6-E3 **identifying key differences of various genres.**
(1, 2, 4, 5)

BENCHMARKS 5-8

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

ELA-6-M1 identifying, comparing, and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups; (1, 4, 5)

ELA-6-M2 identifying, comparing, and responding to a variety of classic and contemporary literature from many genres (e.g., folktales, legends, myths, biography, autobiography, poetry, fiction, nonfiction, novels, drama); (1, 2, 4, 5)

ELA-6-M3 classifying various genres according to their unique characteristics. (1, 2, 4, 5)

BENCHMARKS 9-12

As students in grades 9-12 extend and refine their knowledge, what they know and are able to do includes:

ELA-6-H1 identifying, analyzing, and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups; (1, 2, 4, 5)

ELA-6-H2 analyzing distinctive elements (e.g., recurrent themes, historical significance, literary techniques) of ancient, American, British, and world literature; (1, 2, 4, 5)

ELA-6-H3 identifying, analyzing, and responding to a variety of classic and contemporary literature from many genres (e.g., folktales, legends, myths, poetry, fiction, biography, autobiography, nonfiction, novels, drama, epic); (1, 2, 4, 5)

ELA-6-H4 analyzing various genres as records of life experiences. (1, 2, 4, 5)

STANDARD SEVEN

Students apply reasoning and problem solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

FOCUS

Students use language daily to solve problems and deal with issues surrounding them. In order to respond effectively to these situations, students need to use the English Language Arts clearly, fluently, strategically, critically, technologically, and creatively. Students should use reasoning skills as they pose questions, plan, predict, investigate, hypothesize, speculate, and communicate about issues they encounter in academic subjects as well as in everyday life.

BENCHMARKS K-4

In Grades K-4, what students know and are able to do includes:

ELA-7-E1 **using comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) in contexts;**
(1, 2, 4)

ELA-7-E2 **problem solving by using reasoning skills, life experiences, and available information;**
(1, 2, 4)

ELA-7-E3 **recognizing an author's purpose and point of view;**
(1, 2, 4)

ELA-7-E4 **distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations.**
(1, 2, 4, 5)

BENCHMARKS 5-8

As students in Grades 5-8 extend their knowledge, what students know and are able to do includes:

ELA-7-M1 **using comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) in contexts; (1, 2, 4)**

ELA-7-M2 **problem solving by using reasoning skills, life experiences, accumulated knowledge, and relevant available information; (1, 2, 4)**

ELA-7-M3 **analyzing the effects of an author's purpose and point of view; (1, 2, 4)**

ELA-7-M4 **distinguishing fact from opinion and probability, skimming and scanning for facts, determining cause and effect, inductive and deductive reasoning, generating inquiry, and making connections with real-life situations across texts. (1, 2, 4, 5)**

BENCHMARKS 9-12

As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:

ELA-7-H1 **using comprehension strategies (e.g., predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) in contexts; (1, 2, 4)**

ELA-7-H2 **problem solving by analyzing, prioritizing, categorizing, and evaluating; incorporating life experiences; and using available information; (1, 2, 4, 5)**

ELA-7-H3 **analyzing the effects of an author's life, culture, and philosophical assumptions and an author's purpose and point of view;**
(1, 2, 4, 5)

ELA-7-H4 **distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations across texts.**
(1, 2, 4, 5)

LOUISIANA ENGLISH LANGUAGE ARTS CONTENT STANDARDS CHARTS

STANDARD ONE

Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

What students know and are able to do includes:

K-4	5-8	9-12
ELA-1-E1 gaining meaning from print using a full range of strategies (e.g., self-monitoring and correcting, searching, cross checking,) evidenced by reading behaviors while using the cuing systems (e.g., phonics, sentence structure, meaning) (1, 4)	ELA-1-M1 using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, affixes, etymology, dictionary); (1, 4)	ELA-1-H1 using knowledge of word meaning and extending basic and technical vocabulary, employing a variety of strategies (e.g., context clues, affixes, etymology, dictionary, thesaurus); (1 ,4)
ELA-1-E2 using the conventions of print (e.g., left-to-right directionality, top-to-bottom, one-to-one matching); (1, 4)		
ELA-1-E3 adjusting speed of reading to suit the difficulty of materials and the purpose for reading; (1, 4)		
ELA-1-E4 identifying story elements (e.g., setting, plot, character, theme) and literary devices (e.g., figurative language, dialogue) within a selection; (1, 4)	ELA-1-M2 analyzing literary devices (e.g., figurative language, flashback, foreshadowing, dialogue) and story elements (e.g., setting, plot, character, theme, mood) within a selection; (1, 4)	ELA-1-H2 analyzing the effects of complex literary devices (e.g., figurative language, flashback, foreshadowing, dialogue, irony) and complex elements (e.g., setting, plot, character, theme, mood, style) on a selection; (1, 2, 4)

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STANDARD ONE

Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

What students know and are able to do includes:

K-4	5-8	9-12
ELA-1-E5 reading, comprehending, and responding to written, spoken, and visual texts in extended passages; (1, 3, 4)	ELA-1-M3 reading, comprehending, and responding to written, spoken, and visual texts in extended passages; (1, 3, 4)	ELA-1-H3 reading, critiquing, and responding to extended, complex written, spoken, and visual texts; (1, 2, 3, 4)
ELA-1-E6 interpreting texts to generate connections to real-life situations; (1, 2, 4)	ELA-1-M4 interpreting texts with supportive explanations to generate connections to real-life situations and other texts (e.g., business, technical, scientific); (1, 2, 4, 5)	ELA-1-H4 interpreting complex texts with supported explanations to generate connections to real-life situations and other texts (e.g., business, technical, scientific); (1, 2, 4, 5)
ELA-1-E7 reading with fluency for various purposes (e.g., enjoying, learning, problem solving). (1, 2, 4)	ELA-1-M5 using purposes for reading (e.g., enjoying, learning, researching, problem solving) to achieve a variety of objectives. (1, 2, 4, 5)	ELA-1-H5 using various purposes for reading (e.g., enjoying, learning, researching, problem solving) to complete complex projects. (1, 2, 4)

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STANDARD TWO

Students write competently for a variety of purposes and audiences.

What students know and are able to do includes:

K-4	5-8	9-12
ELA-2-E1 dictating or writing a composition that clearly states or implies a central idea with supporting details in logical, sequential order; (1, 4)	ELA-2-M1 writing a composition that clearly implies a central idea with supporting details in a logical, sequential order; (1, 4)	ELA-2-H1 writing a composition of increasing complexity that clearly implies a central idea with supporting details in a logical, sequential order; (1, 4)
ELA-2-E2 focusing on language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions; (1, 2, 4)	ELA-2-M2 using language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing complex compositions; (1, 2, 4)	ELA-2-H2 using language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing complex compositions; (1, 2, 4)

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STANDARD TWO

Students write competently for a variety of purposes and audiences.

What students know and are able to do includes:

K-4	5-8	9-12
ELA-2-E3 creating written text using the writing process; (1, 4)	ELA-2-M3 applying the steps of the writing process; (1, 4)	ELA-2-H3 applying the steps of the writing process, emphasizing revising and editing in final drafts; (1, 4)
ELA-2-E4 using narration, description, exposition, and persuasion to develop compositions (e.g., notes, stories, letters, poems, logs); (1, 4)	ELA-2-M4 using narration, description, exposition, and persuasion to develop various modes of writing (e.g., notes, stories, poems, letters, essays, logs); (1, 4)	ELA-2-H4 using narration, description, exposition, and persuasion to develop various modes of writing (e.g., notes, stories, poems, letters, essays, editorials, critical analyses, logs); (1, 4)
ELA-2-E5 recognizing and applying literary devices (e.g., figurative language); (1, 4)	ELA-2-M5 recognizing and applying literary devices (e.g., figurative language, symbolism, dialogue); (1, 4)	ELA-2-H5 recognizing and applying literary devices (e.g., figurative language, symbolism, dialogue) and various stylistic elements (e.g., diction, sentence structure, voice, tone); (1, 4)
ELA-2-E6 writing as a response to texts and life experiences (e.g., journals, letters, lists). (1, 2, 4)	ELA-2-M6 writing as a response to texts and life experiences (e.g., letters, journals, lists). (1, 2, 4)	ELA-2-H6 writing as a response to texts and life experiences (e.g., technical writing, resumes). (1, 2, 4, 5)

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STANDARD THREE

Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

What students know and are able to do includes:

K-4	5-8	9-12
ELA-3-E1 writing legibly; (1, 4)	ELA-3-M1 writing legibly; (1, 4)	ELA-3-H1 writing legibly; (1, 4)
ELA-3-E2 demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments; (1, 4)	ELA-3-M2 demonstrating use of punctuation (e.g., comma, apostrophe, colon, semicolon, quotation marks, dashes, parentheses), capitalization, and abbreviations; (1, 4, 5)	ELA-3-H2 using the grammatical and mechanical conventions of standard English; (1, 4, 5)
ELA-3-E3 demonstrating standard English structure and usage; (1, 4)	ELA-3-M3 demonstrating standard English structure and usage; (1, 4)	
ELA-3-E4 using knowledge of the parts of speech to make choices for writing; (1, 4)	ELA-3-M4 demonstrating understanding of the parts of speech to make choices for writing; (1, 4)	
ELA-3-E5 spelling accurately using strategies (e.g., letter-sound correspondence, hearing and recording sounds in sequence, spelling patterns, pronunciation) and resources (e.g., glossary, dictionary) when necessary. (1, 4)	ELA-3-M5 spelling accurately using strategies and resources (e.g., glossary, dictionary, thesaurus, spell check) when necessary. (1, 3, 4)	ELA-3-H3 spelling accurately using strategies and resources (e.g., glossary, dictionary, thesaurus, spell check) when necessary. (1, 3, 4)

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STANDARD FOUR

Students demonstrate competence in speaking and listening as tools for learning and communicating.

What students know and are able to do includes:

K-4	5-8	9-12
ELA-4-E1 speaking intelligibly, using standard English pronunciation; (1, 4)	ELA-4-M1 speaking intelligibly, using standard English pronunciation and diction; (1, 4)	ELA-4-H1 speaking intelligibly, using standard English pronunciation and diction; (1, 4)
ELA-4-E2 giving and following directions/procedures; (1, 4)	ELA-4-M2 giving and following directions/procedures; (1, 4)	ELA-4-H2 giving and following directions/procedures; (1, 4)
ELA-4-E3 telling or retelling stories in sequence; (1, 4)		
ELA-4-E4 giving rehearsed and unrehearsed presentations; (1, 4)	ELA-4-M3 using the features of speaking (e.g., audience analysis, message construction, delivery, interpretation of feedback) when giving rehearsed and unrehearsed presentations; (1, 2, 4)	ELA-4-H3 using the features of speaking (e.g., audience analysis, message construction, delivery, interpretation of feedback) when giving prepared and impromptu presentations; (1, 2, 4)

STANDARD FOUR

Students demonstrate competence in speaking and listening as tools for learning and communicating.

What students know and are able to do includes:

K-4	5-8	9-12
ELA-4-E5 speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving); (1, 2, 5)	ELA-4-M4 speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving); (1, 2, 4, 5)	ELA-4-H4 speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving); (1, 2, 4, 5)
ELA-4-E6 listening and responding to a wide variety of media (e.g., music, TV, film, speech); (1, 3, 4, 5)	ELA-4-M5 listening and responding to a wide variety of media (e.g., music, TV, film, speech); (1, 3, 4, 5)	ELA-4-H5 listening and responding to a wide variety of media (e.g., music, TV, film, speech, CD-ROM); (1, 3, 4)
ELA-4-E7 participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader). (1, 4, 5)	ELA-4-M6 participating in a variety of roles in group discussion (e.g., active listener, contributor, discussion leader, facilitator, recorder). (1, 4, 5)	ELA-4-H6 participating in a variety of roles in group discussion (e.g., active listener, contributor, discussion leader, facilitator, recorder, mediator). (1, 4, 5)

STANDARD FIVE

Students locate, select, and synthesize information from a variety of texts, media, reference, and technological sources to acquire and communicate knowledge.

What students know and are able to do includes:

K-4	5-8	9-12
ELA-5-E1 **recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, alphabetizing, captions, legends, pull-down menus, key word searches, icons, passwords, entry menu features); (1, 3, 4)**	**ELA-5-M1** **recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, alphabetizing, captions, legends, microprint, laser discs, hypertext, CD-ROM, pull-down menus, keyword searches, icons, passwords, entry menu features); (1, 3, 4)**	**ELA-5-H1** **recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, citations, endnotes, bibliographic references, microprint, laser discs, hypertext, CD-ROM, keyword searches, bulletin boards, e-mail); (1, 3, 4)**
ELA-5-E2 **locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials); (1, 3, 4, 5)**	**ELA-5-M2** **locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials); (1, 3, 4, 5)**	**ELA-5-H2** **locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials); (1, 3, 4, 5)**

STANDARD FIVE

Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

What students know and are able to do includes:

K-4	5-8	9-12
ELA-5-E3 locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics; (1, 3, 4)	ELA-5-M3 locating, gathering, and selecting information using graphic organizers, outlining, note taking, summarizing, interviewing, and surveying to produce documented texts and graphics; (1, 3, 4)	ELA-5-H3 accessing information and conducting research using graphic organizers, outlining, note taking, summarizing, interviewing, and surveying to produce documented texts and graphics; (1, 2, 3, 4)
ELA-5-E4 using available technology to produce, revise, and publish a variety of works; (1, 3, 4)	ELA-5-M4 using available technology to produce, revise, and publish a variety of works; (1, 3, 4)	ELA-5-H4 using available technology to produce, revise, and publish a variety of works; (1, 3, 4)
ELA-5-E5 giving credit for borrowed information by telling or listing sources; (1, 4)	ELA-5-M5 citing references using various formats (e.g., endnotes, bibliography); (1, 4)	ELA-5-H5 citing references using various formats (e.g., parenthetical citations, endnotes, bibliography); (1, 4)
ELA-5-E6 interpreting graphic organizers (e.g., charts/graphs, tables/schedules, diagrams/maps). (1, 2, 3, 4)	ELA-5-M6 interpreting graphic organizers (e.g., charts/graphs, tables/ schedules, diagrams/maps, flowcharts). (1, 2, 3, 4, 5)	ELA-5-H6 interpreting graphic organizers (e.g., charts/graphs, tables/schedules, diagrams/maps, organizational charts/flowcharts. (1, 2, 3, 4, 5)

STANDARD SIX

Students read, analyze, and respond to literature as a record of life experiences.

What students know and are able to do includes:

K-4	5-8	9-12
ELA-6-E1 identifying, recognizing, and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups; (1, 4, 5)	ELA-6-M1 identifying, comparing, and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups; (1, 4, 5)	ELA-6-H1 identifying, analyzing, and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups; (1, 2, 4, 5)
		ELA-6-H2 analyzing distinctive elements (e.g., recurrent themes, historical significance, literary techniques) of ancient, American, British, and world literature; (1, 2, 4, 5)
ELA-6-E2 identifying, recognizing, and responding to a variety of classic and contemporary literature from many genres (e.g., folktales, legends, myths, biography, autobiography, poetry, fiction, nonfiction); (1, 4, 5)	ELA-6-M2 identifying, comparing, and responding to a variety of classic and contemporary literature from many genres (e.g., folktales, legends, myths, biography, autobiography, poetry, fiction, nonfiction, novels, drama); (1, 2, 4, 5)	ELA-6-H3 identifying, analyzing, and responding to classic and contemporary literature from many genres (e.g., folktales, legends, myths, poetry, fiction, biography, autobiography, nonfiction, novels, drama, epic); (1, 2, 4, 5)
ELA-6-E3 identifying key differences of various genres. (1, 2, 4, 5)	ELA-6-M3 classifying various genres according to their unique characteristics. (1, 2, 4)	ELA-6-H4 analyzing various genres as records of life experiences. (1, 2, 4, 5)

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STANDARD SEVEN

Students apply reasoning and problem solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

What students know and are able to do includes:

K-4	5-8	9-12
ELA-7-E1 using comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) in contexts; (1, 2, 4)	ELA-7-M1 using comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) in contexts; (1, 2, 4)	ELA-7-H1 using comprehension strategies (e.g., predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) in contexts; (1, 2, 4)
ELA-7-E2 problem solving by using reasoning skills, life experiences, and available information; (1, 2, 4)	ELA-7-M2 problem solving by using reasoning skills, life experiences, accumulated knowledge, and related available information; (1, 2, 4)	ELA-7-H2 problem solving by analyzing, prioritizing, categorizing, and evaluating; incorporating life experiences; and using available information; (1, 2, 4, 5)
ELA-7-E3 recognizing an author's purpose and point of view; (1, 2, 4)	ELA-7-M3 analyzing the effects of an author's purpose and point of view; (1, 2, 4)	ELA-7-H3 analyzing the effects of an author's life, culture, and philosophical assumptions and an author's purpose and point of view; (1, 2, 4, 5)

STANDARD SEVEN

Students apply reasoning and problem solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

What students know and are able to do includes:

K-4	5-8	9-12
ELA-7-E4 distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections to real-life situations. (1, 2, 4, 5)	ELA-7-M4 distinguishing fact from opinion and probability, skimming and scanning for facts, determining cause and effect, inductive and deductive reasoning, generating inquiry, and making connections to real-life situations across texts. (1, 2, 4, 5)	ELA-7-H4 distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections to real-life situations across texts. (1, 2, 4, 5)

GLOSSARY

benchmark	**A broad statement of process and/or content that is used as a reference to develop curriculum and to assess student progress.**
communication	**The meaningful exchange of ideas or information between a speaker and a listener (or a reader and a writer, etc.). Throughout these standards, communication is understood as an interactive process, in which both speaker and listener participate in the construction of meaning.**
content standard	**A description of what students should know and be able to do through subject matter, knowledge, proficiencies, etc., gained as a result of their education.**
convention	**An accepted practice in a spoken or written language.**
e.g.	**Examples of, but not limited to.**
emergent literacy	**Development of the association of print with meaning that begins early in a child's life and continues until the child reaches the stage of conventional reading and writing.**
figurative language	**Any language, whether in a literary or a nonliterary text, using figures of speech, such as simile and metaphor, to create multiple or intensified meaning.**
fluency	**The clear, easy, written or spoken expression of ideas.**
foundation skills	**Processes that are common to all areas and levels of education and are intended to suggest methods and objectives of instructional strategies.**
graphic organizer	**A means of arranging ideas/information in a visual pattern (e.g., charts, graphs, maps, Venn diagrams).**
graphophonics	**The relationship between oral and written language.**

hypertext	In computer use, a sophisticated branching that allows the user to move among or relate text, graphics, and sound data in new patterns in any desired order.
intelligible	Capable of being understood.
log	An ongoing student-kept record of books read during a specified period, of learning activities that help students evaluate their progress, and of student responses to various topics.
media	The various physical and electronic means through which information may be communicated.
reading process	An act of reading taken as a whole; what happens when a person processes text to obtain meaning.
recursive	Characterized by moving back and forth among the planning, drafting, and revising phases of writing.
response	A written or spoken answer to a question.
self-monitoring	The conscious awareness of the progress of text.
semantics	The study of meaning in language.
standard English	That variety of English in which most educational texts and government and media publications are written in the United States.
strategy	A practiced but flexible way of responding to recognizable contexts, situations, or demands.
syntax	The study of how sentences are formed and of the grammatical rules that govern their formation.
text	Printed communications in their varied forms: oral communication, including conversations, speeches, etc., and visual communications such as film, video, and computer displays.

viewing	**Attending to communication conveyed by visually representing. Students with visual impairments might "view" tactile drawings, charts, or diagrams.**
visually representing	**Conveying information or expressing oneself using nonverbal visual means, such as drawing, computer graphics (maps, charts, artwork), photography, or physical performance. For students with visual impairments, this language art might also include communicating by means of tactile drawings or diagrams, as well as by gesture and performance.**
writing process	**The many aspects of the complex act of producing a written communication: specifically, planning, drafting, revising, editing, and publishing.**

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